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# University of the State of New York Bulletin

Entered as second-class matter August 2, 1913, at the Post Office at Albany, N. Y., under the act of August 24, 1912

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ALBANY, N. Y.

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## VOCATIONAL SCHOOLS

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*New York (State) Education Dept.*

ALBANY

UNIVERSITY OF THE STATE OF NEW YORK

1913

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## VOCATIONAL SCHOOLS

At the instance and under the leadership of the National Society for the Promotion of Industrial Education, there have been thoughtful, helpful conferences upon the subject of vocational education between those engaged in such work in several states. The results of such conferring will largely appear in this bulletin, and they will doubtless find similar expression in like publications of other jurisdictions.

### PURPOSE OF THIS BULLETIN

This bulletin would direct attention to the fundamental principles underlying and the development of State-aided vocational education in the State of New York, and it should be read as a whole to understand fully the requirements of the Education Law and the Commissioner of Education relating to such instruction.

The law commits to the Commissioner of Education the task of providing vocational instruction which will prepare young people to meet successfully the demands of the shop, farm and home.

The plans outlined in this bulletin for such education establish a partnership between local communities and the State in giving such vocational training as will justify State aiding.

Experience in administering the law, and helpful suggestions from local communities, which will always be welcomed, will doubtless lead to some later modifying of prescribed standards and requirements, of which due notice will be given.

### PRINCIPLES UNDERLYING STATE AID

State aid will helpfully stimulate and encourage communities to carry on vocational education. The marked tendency everywhere in American education is to increase State aid therefor. Such help is being given more and more, especially to encourage and assist local communities to undertake such new and more serviceable training of children as will better fit them for useful and profitable employment in the industries, in agriculture, and in the household, and make them generally better citizens.

ORDINARY MANUAL TRAINING, DOMESTIC SCIENCE,  
AND SIMILAR COURSES ARE NOT STATE-AIDED

So far, it has not been the intent of the law that ordinary manual training high schools and other secondary schools maintaining manual training departments should share in appropriations for vocational education. While the general high schools may have pupils of about the same age as those in the vocational schools, the instruction given in the two kinds of schools differs widely in subject matter, in method, and in the respective groups of pupils to whom it appeals. The standards of the ordinary manual training high schools and in the manual training departments of high schools are essentially those of the general high schools. In the latter, technical and shop instruction, as distinguished from general or nontechnical instruction, plays a relatively small part. The practical work of the general high school rarely approaches the conditions of shop production. Their technical studies, such as drawing, mathematics, and economics, usually have only a remote and even accidental connection with the so-called practical studies and exercises. On the other hand, in a vocational school, shopwork always claims from 45 to 75 per cent of the pupil's time. The shop output usually has some commercial value and is produced in a shop atmosphere by shop methods, while its drawing and mathematics are intimately and purposely related to the shopwork; and often the so-called cultural subjects derive interest and significance from the relationship they are made to bear to the more purely vocational part of the program.

Likewise the ordinary and useful courses for girls in cooking and sewing, and for both sexes in nature study and agriculture, have not yet been accorded special State aid. It has not been the particular purpose of such general courses to train pupils for wage-earning employment in such activities. Textbook study in agriculture, laboratory practice in cooking, classroom sewing, and manual training have in the past lacked the purpose and methods which especially characterize vocational instruction.

There should be no disparagement of the mentioned ordinary and obviously helpful instruction, but it does not entitle its schools to share in any provision yet made by this State for especially aiding education in the practical arts. Such aid has so far been given only to vocational schools which specifically and exclusively devote themselves to preparing their pupils for employment, as a calling or vocation in life, in such arts.

H. P. D.  
1913

## CONTROLLING PURPOSE OF VOCATIONAL INSTRUCTION

It should be distinctly recognized that the differentiating, justifying purpose of specialized vocational instruction is to fit persons for profitable employment in particular occupations. It is not given with the idea, primarily, of holding children in school; nor is it expected that it will be a general corrective of shortcomings in any scheme of public education. Nor is a vocational school, any more than an ordinary public school, intended for backward or defective children.

### CONDITIONS FOR SHARING IN ALLOTMENTS

The conditions for sharing in the allotments of State aid for vocational instruction are stated in the following quoted sections, 604 and 605, of the Education Law:

§ 604 State aid for general industrial schools, trade schools, and schools of agriculture, mechanic arts and homemaking.

1 The Commissioner of Education in the annual apportionment of the State school moneys shall apportion therefrom to each city and union free school district for each general industrial school, trade school, part-time or continuation school or evening vocational school, maintained therein for thirty-six weeks during the school year and employing one teacher whose work is devoted exclusively to such school, and having an enrolment of at least fifteen pupils and maintaining an organization and a course of study, and conducted in a manner approved by him, a sum equal to two-thirds of the salary paid to such teacher, but not exceeding one thousand dollars.

2 He shall also apportion in like manner to each city, union free school district or common school district for each school of agriculture, mechanic arts and homemaking, maintained therein for thirty-six weeks during the school year, and employing one teacher whose work is devoted exclusively to such school, and having an enrolment of at least fifteen pupils and maintaining an organization and course of study and conducted in a manner approved by him, a sum equal to two-thirds of the salary paid to such teacher. Such teacher may be employed for the entire year, and during the time that the said school is not open shall be engaged in performing such educational services as may be required by the board of education or trustees, under regulations adopted by the Commissioner of Education. Where a contract is made with a teacher for the entire year and such teacher is employed for such period,

as herein provided, the Commissioner of Education shall make an additional apportionment to such city or district of the sum of two hundred dollars. But the total amount apportioned in each year on account of such teacher shall not exceed one thousand dollars.

3 The Commissioner of Education shall also make an additional apportionment to each city and union free school district for each additional teacher employed exclusively in the schools mentioned in the preceding subdivisions of this section for thirty-six weeks during the school year, a sum equal to one-third of the salary paid to each such additional teacher, but not exceeding one thousand dollars for each teacher.

4 The Commissioner of Education, in his discretion, may apportion to a district or city maintaining such schools or employing such teachers for a shorter time than thirty-six weeks, or for a less time than a regular school day, an amount pro rata to the time such schools are maintained or such teachers are employed. This section shall not be construed to entitle manual training high schools or other secondary schools maintaining manual training departments, to an apportionment of funds herein provided for.

Any person employed as teacher as provided herein may serve as principal of the school in which the said industrial or trade school or course, or school or course of agriculture, mechanic arts and home-making, is maintained.

§ 605 **Application of such moneys.** All moneys apportioned by the Commissioner of Education for schools under this article shall be used exclusively for the payment of the salaries of teachers employed in such schools in the city or district to which such moneys are apportioned.

The discretionary power given, by subdivision 4 of section 604, to the Commissioner of Education to make pro rata apportionments, is not likely to be exercised for other than evening schools, part-time or continuation schools, schools whose organization shall not be perfected in time for them to maintain their instruction for 36 weeks in the first year, or for an approved school or instruction whose opportunity for usefulness will not ordinarily be continuous throughout the year.

#### APPROVAL BY THE COMMISSIONER OF EDUCATION

It should be observed that among conditions for sharing in the appropriations for vocational schools, it is required that they shall maintain an organization and a course of study, and be conducted in a manner approved by the Commissioner of Education.



## PRELIMINARY INVESTIGATIONS

The law specifically designates five kinds of vocational schools: general industrial schools; trade schools; schools of agriculture, mechanic arts and homemaking; part-time or continuation schools; and evening vocational schools. The distinguishing characteristics and particular requirements of such schools are set forth later in this bulletin.

Before deciding to establish a vocational school, careful inquiry should be made as to the local need for such instruction, the kind of school and work which would be most useful there, and the available school facilities therefor; and such data should be submitted to the Commissioner of Education for his advisory consideration.

In preliminary inquiries, and also in the later conduct of the school, aid and advice should be sought from citizens of the locality, from the local school board, and from other local organizations, such as boards of trade, granges, labor unions, civic or other clubs, of either sex, and from local manufacturers. Information should be gathered as to the leading local occupations; whether they would afford good employment for skilled labor; the kind of vocational work demanded; whether the desirable school would be of the all-day order, or a part-time or continuation, or evening school, and the probable cost of establishment and maintenance.

In larger communities when it is certain that there should be a vocational school, it would be well for the local board of education to select a director of such school at the outset and have his obviously helpful guidance in the preliminary inquiries.

## LOCAL AUTHORIZATION OF PUBLIC VOCATIONAL SCHOOLS

The school authorities of cities have power under section 600 of the Education Law to establish and maintain vocational schools; but for their establishment and maintenance in union free school districts, section 601 of the said law requires the authorization of a district meeting, which may be given by the adoption of a resolution of substantially the following form:

*Resolved*, That the board of education of union free school district no. \_\_\_\_\_, town of \_\_\_\_\_, county of \_\_\_\_\_, be hereby authorized to establish, acquire and maintain a [state here the kind of school or schools to be authorized, using therefor the appropriate description thereof given in section 600 of the Education Law].

Due provision should be made annually for raising by tax the amount required to maintain authorized schools, as directed by section 606 of the Education Law.

## ESSENTIALS IN ORGANIZATION

In directing the organization of these schools, it is not feasible to make rules applicable alike to large and small communities. Experience shows that separate schools succeed better in giving vocational instruction, and probably it will be thus provided for in most cities. But it is realized that, for economic reasons, separate vocational schools will not be generally favored in agricultural districts and in some of the smaller towns, and that in their organization, courses of study, and manner of conducting, such schools may reasonably vary somewhat, according to local conditions.

It is not absolutely necessary that these schools shall have buildings of their own. The place which vocational instruction occupies in the public school system, the purpose for which it is established, the methods by which it is developed and the results obtained are the matters of paramount importance.

Such a school may be in a separate building with an organization of courses, equipment, pupils, and teachers under a management independent of that of any other school, or it may be an organization of courses, pupils, and teachers under a separate head in the same building with another school or schools.

## LOCATION

The location of a vocational school should be convenient for its special pupils and accessible by ordinary means of transportation; and part-time or continuation schools should be in or near the industrial district.

## EQUIPMENT

The equipment must be suitable and sufficient for the proposed work, and afford opportunities for practical experience in the occupations for which the pupils are to be prepared. Such equipment will include blackboards, charts, reference books, models and apparatus which will demonstrate the scientific and technical principles taught.

The provision for textbook instruction should be supplemented by bulletins, trade magazines, reference books, publications from business houses, exhibits of processes and materials which will

often be freely contributed by manufacturers; and every school should have a projecting lantern or reflectoscope for the use of valuable educational material not found in existing textbooks. The school library should also contain technical magazines relating to the instruction given in the school.

### ADVISORY BOARD

The law provides for the appointment in cities of an advisory board of five to counsel with and advise school authorities in relation to their powers and duties in establishing and maintaining vocational schools, and there might well be such a board in smaller communities which have such schools. The advice of such a board should be helpful in outlining proper courses of study, in selecting practical equipment, and in determining the vocational efficiency resulting from the vocational instruction. This board should be representative of the business of the community. A special and separate advisory subcommittee might usefully be appointed by the advisory board for each important trade or occupation taught in the school. Such special subcommittee would preferably consist of two persons, an employer and an employee. These subcommittees should report to the full advisory board and on important occasions involving large questions might desirably be permitted to sit with such board. And it would be mutually informing and helpful if the director or principal teacher of the school should be the secretary of the advisory board, whose organization and membership should be reported to the Commissioner of Education on blanks furnished by him.

### TEACHERS AND THEIR QUALIFICATIONS

It will readily be understood that the success of vocational instruction in a community will largely depend upon the character and efficiency of the director or principal teacher of the school who, in addition to executive ability and academic preparation, should have capacity for leadership and for tactful adjusting of the school's relations to other organizations and securing their friendly cooperation; and such usefulness would obviously be promoted by his previously suggested official association with the advisory board as its secretary.

The lack, as yet, of suitable textbooks and guiding traditions and precedents for vocational instruction, makes it especially important

that only thoroughly competent teachers shall be employed in such schools. No teacher should be engaged therefor who has not a special authorizing certificate, issued under section 280 of Regents Rules, which requires, generally, evidence of graduation from an approved high school, or the equivalent, and also from an approved professional institution wherein he completed a two-year course of study in the subjects to be taught. Such rule, however, permits a special vocational certificate to be issued to a candidate who does not fully meet the foregoing requirements, if he establishes to the satisfaction of the Commissioner of Education that he is qualified to teach.

To satisfy the Commissioner, the applicant will be required to furnish evidence of intimate knowledge of the subjects which he is to teach, gained through actual trade or field experience, and evidence of a satisfactory general education; and he may be required to take a testing examination.

But it should be remembered that it is not sufficient simply to employ certified teachers; successful teaching by them, evidence of which will be secured to some extent by official inspection, will be needful to obtain or retain the necessary approval by the Commissioner of Education of the teaching force of such a school, as a satisfactory part of its organization.

## CONCERNING COURSES OF STUDY

It does not seem desirable, at present, to attempt to arrange and present here specific courses of study for the various kinds of vocational schools. Keeping in mind the indicated general uniform requirements and observing the suggestions made in the descriptions of the schools, as classified by the law, the particular planning, in the first instance, of courses of study for each school, according to its conditions, should be left to the local authorities, who should submit their programs to the Commissioner of Education for revision and approval.

## NUMBER OF PUPILS REQUIRED

The law makes the uniform requirement that a vocational school shall have at least fifteen enrolled pupils, and that should be understood to mean such pupils as are regularly pursuing its courses of study. Other requirements as to pupils will appear in subsequent descriptions of the schools.

## OTHER GENERAL UNIFORM REQUIREMENTS

To meet the needed approval of the Commissioner of Education, all vocational schools should, in their courses of study and in the manner in which they are conducted, conform to the following fundamental principles:

- 1 Their pupils should be trained for the leading skilled occupations of the community, and

- 2 Especially fitted for their intended occupations.

- 3 Practical work should correlate with suitable technical teaching mentioned under paragraph 4.

- 4 They should teach mathematics, drawing, science and related subjects, to an extent and in a way practically useful to the pupils in the particular occupations for which they are being trained.

- 5 As nearly as school conditions will permit, their shop and laboratory work should be like that in the best modern business establishments.

- 6 Their equipment should be suitable and sufficient for their purposes and methods of instruction.

- 7 So far as feasible, such instruction should be given in English, history, civics and other appropriate subjects as will tend to make the pupils self-helpful, intelligent and worthy citizens.

- 8 All instruction should be so arranged that each period of study prepares for its naturally succeeding period and effectively trains for vocational usefulness.

## THE DIFFERENT KINDS OF VOCATIONAL SCHOOLS AND THEIR REQUIREMENTS

The law specifies five kinds of vocational schools: general industrial schools; trade schools; schools of agriculture, mechanic arts and homemaking; part-time or continuation schools; and evening schools. Although differing to some extent, as their names indicate, such schools have, in general, the common purpose of training young people for industrial occupations and, as has been indicated, they will have much in common in their desirable methods of instruction and management.

Their distinguishing characteristics will appear in the following descriptions of them.

### GENERAL INDUSTRIAL SCHOOLS

General industrial schools are open to pupils who have completed the elementary school course or who have attained the age of

fourteen years, who will give their entire time, as a rule, to attendance upon all-day practical training in occupations in the industrial or household arts. The instruction given is not to be made incidental or subordinate to further liberal training, nor is it confined to highly specialized trade training. It should aid in the wise selection of an occupation and be adapted to the prevailing industries of the locality. It should lead boys and girls to industrial careers, with an understanding of what the industries have to offer them and of their possible usefulness to themselves and others therein.

In such well-conducted schools

- 1 Not less than two and one-fourth hours a day are given to shop or homemaking instruction.

- 2 In general, not less than one and one-half hours a day are devoted to applied mathematics and drawing.

- 3 The school sessions are not less than six nor more than seven hours, not counting recesses and the noon period.

## TRADE SCHOOLS

Trade schools are open to pupils who have attained the age of sixteen and have completed either the elementary school course or a course in the above mentioned general industrial school, or have met such other requirements as the local authorities may prescribe. These schools will vary in different localities but will have direct connection with intermediate general industrial schools. It is expected that pupils will enter the trade schools intending to learn there so far as possible a specific trade. Very likely the particular trade taught will form a school unit in itself. Such schools will have no general departments of mathematics, drawing and liberal studies. Such subjects and others necessary to trade proficiency will presumably be taught by the teachers of the trade subjects, for which shop data should be used and a close relation be maintained between theory and practice. Longer hours should be kept than in the intermediate vocational school. In this respect, as in many others, the trade school should approach shop conditions. It is the professional school for the industrial worker, for whom it is supposed to be his final schooling place and that he will wish his attendance there to be as short as may be consistent with thorough trade training.

Not less than three hours a day are given in such schools to trade instruction, and their school sessions are not less than six nor more than eight hours, not counting recesses and the noon period.

## SCHOOLS OF AGRICULTURE, MECHANIC ARTS AND HOMEMAKING

Schools of agriculture, mechanic arts and homemaking are open to pupils who have completed the elementary school course, or who have attained the age of fourteen, or who have met such other requirements as the local authorities may prescribe. Such schools train young people for the business of farming and for the household activities of life in the open country.

The instruction in agriculture, to have vocational efficiency, must be more than that given from textbooks; more than laboratory exercises in the school building, and more than a few exercises in gardening on the school grounds or at home. The pupils should give the most of their time to earnest, practical, businesslike work in agriculture and related science, and especially to that which is profitable in the neighborhood.

Such schools should have the active support and cooperation of representative and progressive farmers of the community, and practical problems should be experimentally worked out by the pupils at home under the direction of the teacher of agriculture and with the cooperation of the parents.

## PART-TIME OR CONTINUATION SCHOOLS

Part-time or continuation schools are those in which instruction is given in the trades and in industrial, agricultural and homemaking subjects to pupils over fourteen years of age who are regularly and lawfully employed during part of the day in any useful employment or service, and the subjects of the instruction must be supplementary to the practical work carried on in such employment or service.

Probably the only way some of the smaller communities can provide definite vocational teaching, will be in day continuation schools which will afford to young people employed in shops opportunity for a few hours of school instruction in each week.

## EVENING VOCATIONAL SCHOOLS

Evening vocational schools are those in which instruction is given in the trades and in industrial, agricultural and homemaking subjects to pupils over sixteen years of age who are regularly and lawfully employed during the day, and which provide instruction in subjects related to the practical work carried on in such em-

ployment; but such evening vocational schools providing instruction in homemaking are open to all women over sixteen years of age who are employed in any capacity during the day.

Existing day schools which have well-equipped shops, laboratories and drawing rooms, can render a valuable additional service by granting the use of such facilities for the evening instruction of day workers.

Short evening courses which meet his immediate need as a workman and aid his advancement in his calling will be most useful and attractive to the productive wage-earner.

### MEANING OF THE WORD "SCHOOL"

Section 600 of the Education Law, which authorizes and fixes the character of the mentioned five kinds of vocational schools, defines the word "school," as used in that article (22) of the law, as including any department or course of instruction established and maintained in a public school for any of the purposes specified in that section.

### MANNER OF CONDUCTING VOCATIONAL SCHOOLS

The requirement of the law that State-aided vocational schools shall be conducted in a manner approved by the Commissioner of Education is general rather than specific, and may be understood to contemplate his intimate knowledge and supervision of the methods, work and maintained condition of such schools, and to aid him therein there will need to be frequent official inspection.

### REPORTS

Periodical reports from the schools will also be informing to the Commissioner, and definite yearly reports will be required in prescribed form upon blanks prepared under his direction.

### MISCELLANEOUS INFORMATION

#### ACQUISITION OF GROUNDS AND APPARATUS FOR INSTRUCTION IN AGRICULTURE

Chapter 221 of the Laws of 1913 authorizes common and union free school districts to acquire grounds to be used "for playgrounds, or for agricultural, athletic center and social center purposes," and to raise money by tax for the purchase of such grounds



and "such implements, apparatus, and supplies as may be necessary to provide instruction in agriculture and other subjects."

#### DUPLICATION OF MONEY FOR APPARATUS AND UTENSILS

Money expended for books and apparatus, including tools and utensils to be used in the vocational departments of high schools, will be duplicated from the academic fund in the same way as expenditures for physical and chemical apparatus. No duplication will be made for money expended for unbound periodicals, series or sets of books by different authors, textbooks, furniture, fixtures, benches, machinery, chemicals or supplies consumed in using.

#### NONRESIDENT TUITION

Nonresident pupils of academic grade from districts not having academic departments who are enrolled in the vocational courses may, under the same conditions as pupils taking the ordinary high school work, be counted for payment of tuition by the State.

#### TIME OF RECEIVING APPORTIONMENTS

The apportionments to vocational schools are based upon the annual reports rendered at the close of the school year and are paid with the district and teachers quotas in March and May following the close of the school year.

#### ACADEMIC COUNTS

There are no Regents examinations in the technical, the shop, farm, or home instruction given in vocational schools, and no application for credit can be considered until the work has been approved after inspection and the proper certification made by the principal of the school.

#### GRADUATES OF INTERMEDIATE VOCATIONAL SCHOOLS

Graduates of an intermediate vocational school will be admitted to high school courses provided they possess a junior vocational school certificate. The attendance of such pupils may be counted in reporting total academic attendance as a basis of apportionment.

#### ISSUANCE OF CERTIFICATES

A junior vocational school certificate is granted to graduates of the intermediate vocational school upon the successful completion

of six years of elementary school training plus two years of intermediate vocational school training. No examinations are set by the Regents for the earning of this certificate.

A senior vocational school certificate will be granted to those pupils who complete a four-year vocational course based upon a six-year elementary school course.

A full academic diploma based on 72 counts will be given to the secondary pupils who satisfactorily complete the vocational school course.

## THE DIVISION OF VOCATIONAL SCHOOLS

The State of New York, as we have seen, makes generous appropriations of money for allotments to schools giving approved vocational instruction, and further to encourage and promote wise progress therein it has created a special "Division of Vocational Schools," as a division of the University, charged with their general supervision and with the double duty of gathering and making known all obtainable helpful information upon the subject.

Applications for preliminary advice and subsequent guidance should be freely made to the Chief of such Division, and especially so whenever the establishment of any form of vocational instruction is contemplated in any locality in this State.

## EDUCATION LAW RELATIVE TO VOCATIONAL INSTRUCTION

*Article 22 of the Education Law of 1910, as amended by Laws of 1913, chapter 747*

Section 600 **General industrial schools, trade schools and schools of agriculture, mechanic arts and homemaking, may be established in cities.** The board of education of any city, and in a city not having a board of education the officer having the management and supervision of the public school system, may establish, acquire, conduct and maintain as a part of the public school system of such city the following:

- 1 General industrial schools open to pupils who have completed the elementary school course or who have attained the age of fourteen years, and

- 2 Trade schools open to pupils who have attained the age of sixteen years and have completed either the elementary school

course or a course in the above mentioned general industrial school or who have met such other requirements as the local school authorities may have prescribed; and

3 Schools of agriculture, mechanic arts and homemaking, open to pupils who have completed the elementary school course or who have attained the age of fourteen, or who have met such other requirements as the local school authorities may have prescribed; and

4 Part-time or continuation schools in which instruction shall be given in the trades and in industrial, agricultural and homemaking subjects, and which shall be open to pupils over fourteen years of age who are regularly and lawfully employed during a part of the day in any useful employment or service, which subjects shall be supplementary to the practical work carried on in such employment or service.

5 Evening vocational schools in which instruction shall be given in the trades and in industrial, agricultural and homemaking subjects, and which shall be open to pupils over sixteen years of age, who are regularly and lawfully employed during the day and which provide instruction in subjects related to the practical work carried on in such employment; but such evening vocational schools providing instruction in homemaking shall be open to all women over sixteen years of age who are employed in any capacity during the day.

The word "school," as used in this article, shall include any department or course of instruction established and maintained in a public school for any of the purposes specified in this section. [*As amended by Laws of 1913, chapter 747*]

§ 601 Such schools may be established in union free school districts. The board of education of any union free school district shall also establish, acquire and maintain such schools for like purposes whenever such schools shall be authorized by a district meeting. The trustee or board of trustees of a common school district may establish a school or a course in agriculture, mechanic arts and homemaking, when authorized by a district meeting. [*As amended by Laws of 1913, chapter 747*]

§ 602 Appointment of an advisory board. The board of education in a city and the officer having the management and supervision of the public school system in a city not having a board of education shall appoint an advisory board of five members representing the local trades, industries, and occupations. In the first

instance two of such members shall be appointed for a term of one year and three of such members shall be appointed for a term of two years. Thereafter as the terms of such members shall expire the vacancies caused thereby shall be filled for a full term of two years. Any other vacancy occurring on such board shall be filled by the appointing power named in this section for the remainder of the unexpired term.

§ 603 **Authority of the board of education over such schools.** The board of education in a city and the officer having the management and supervision of the public school system in a city not having a board of education and the board of education in a union free school district in which city or district a general industrial school, a trade school, a school of agriculture, mechanic arts and homemaking, or a part-time or continuation school, or an evening vocational school is established as provided in this article, is vested with the same power and authority over the management, supervision and control of such school and the teachers or instructors employed therein as such board or officer now has over the schools and teachers under their charge. Such boards of education or such officer shall also have full power and authority:

- 1 To employ competent teachers or instructors.
  - 2 To provide proper courses of study.
  - 3 To purchase or acquire sites and grounds and to purchase, acquire, lease or construct and to repair suitable shops or buildings and to properly equip the same.
  - 4 To purchase necessary machinery, tools, apparatus and supplies.
- [*As amended by Laws of 1913, chapter 747*]

§ 604 **State aid for general industrial schools, trade schools, and schools of agriculture, mechanic arts and homemaking.**

1 The Commissioner of Education in the annual apportionment of the State school moneys shall apportion therefrom to each city and union free school district for each general industrial school, trade school, part-time or continuation school or evening vocational school, maintained therein for thirty-six weeks during the school year and employing one teacher whose work is devoted exclusively to such school, and having an enrolment of at least fifteen pupils and maintaining an organization and a course of study, and conducted in a manner approved by him, a sum equal to two-thirds of the salary paid to such teacher, but not exceeding one thousand dollars.

2 He shall also apportion in like manner to each city, union free school district or common school district for each school of

agriculture, mechanic arts and homemaking, maintained therein for thirty-six weeks during the school year, and employing one teacher whose work is devoted exclusively to such school, and having an enrolment of at least fifteen pupils and maintaining an organization and course of study and conducted in a manner approved by him, a sum equal to two-thirds of the salary paid to such teacher. Such teacher may be employed for the entire year, and during the time that the said school is not open shall be engaged in performing such educational services as may be required by the board of education or trustees, under regulations adopted by the Commissioner of Education. Where a contract is made with a teacher for the entire year and such teacher is employed for such period, as herein provided, the Commissioner of Education shall make an additional apportionment to such city or district of the sum of two hundred dollars. But the total amount apportioned in each year on account of such teacher shall not exceed one thousand dollars.

3 The Commissioner of Education shall also make an additional apportionment to each city and union free school district for each additional teacher employed exclusively in the schools mentioned in the preceding subdivisions of this section for thirty-six weeks during the school year, a sum equal to one-third of the salary paid to each such additional teacher, but not exceeding one thousand dollars for each teacher.

4 The Commissioner of Education, in his discretion, may apportion to a district or city maintaining such schools or employing such teachers for a shorter time than thirty-six weeks, or for a less time than a regular school day, an amount pro rata to the time such schools are maintained or such teachers are employed. This section shall not be construed to entitle manual training high schools or other secondary schools maintaining manual training departments, to an apportionment of funds herein provided for.

Any person employed as teacher as provided herein may serve as principal of the school in which the said industrial or trade school or course, or school or course of agriculture, mechanic arts and homemaking, is maintained. [*As amended by Laws of 1913, chapter 747*]

§ 605 **Application of such moneys.** All moneys apportioned by the Commissioner of Education for schools under this article shall be used exclusively for the payment of the salaries of teachers employed in such schools in the city or district to which such moneys are apportioned.

**§ 606 Annual estimate by board of education and appropriations by municipal and school districts.**

1 The board of education of each city or the officer having the management and supervision of the public school system in a city not having a board of education shall file with the common council of such city, within thirty days after the commencement of the fiscal year of such city, a written itemized estimate of the expenditures necessary for the maintenance of its general industrial schools, trade schools, schools of agriculture, mechanic arts and homemaking, part-time or continuation schools or evening vocational schools, and the estimated amount which the city will receive from the State school moneys applicable to the support of such schools. The common council shall give a public hearing to such persons as wish to be heard in reference thereto. The common council shall adopt such estimate and, after deducting therefrom the amount of State moneys applicable to the support of such schools, shall include the balance in the annual tax budget of such city. Such amount shall be levied, assessed and raised by tax upon the real and personal property liable to taxation in the city at the time and in the manner that other taxes for school purposes are raised. The common council shall have power by a two-thirds vote to reduce or reject any item included in such estimate.

2 The board of education in a union free school district which maintains a general industrial school, trade school, a school of agriculture, mechanic arts and homemaking, part-time or continuation schools or evening vocational schools, shall include in its estimate of expenses pursuant to the provisions of sections 323 and 327 of this chapter the amount that will be required to maintain such schools after applying toward the maintenance thereof the amount apportioned therefor by the Commissioner of Education. Such amount shall thereafter be levied, assessed and raised by tax upon the taxable property of the district at the time and in the manner that other taxes for school purposes are raised in such district. [*As amended by Laws of 1913, chapter 747*]

**§ 607 Courses in schools of agriculture for training of teachers.** The State schools of agriculture at St Lawrence University, at Alfred University and at Morrisville may give courses for the training of teachers in agriculture, mechanic arts, domestic science or homemaking, approved by the Commissioner of Education. Such schools shall be entitled to an apportionment of money as provided in section 604 of this chapter for schools established

in union free school districts. Graduates from such approved courses may receive licenses to teach agriculture, mechanic arts and homemaking in the public schools of the State, subject to such rules and regulations as the Commissioner of Education may prescribe.







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